



Report on Assessment Review

Dyslexia Screening Assessments

Purpose of Review

In order to identify students who might be at-risk for dyslexia, students in kindergarten through third grade who do not meet the grade-level target on a universal screening assessment at the beginning of the year must also be screened for characteristics of dyslexia. This requirement will begin for the 2022-23 academic year (70 O.S.§1210.520). These screening assessments must be approved by the Oklahoma State Board of Education. The purpose of this review was to identify assessments for dyslexia screening that meet the requirements of the Oklahoma statute in order to make a recommendation to the Oklahoma State Board of Education.

Rationale for Review

In 2020, HB2804 was passed that required students who were below the grade-level target on the universal screening assessment at the beginning of the year also participate in a screening assessment to identify characteristics of dyslexia. The new statute also requested that the Oklahoma State Board of Education approve a list of screening assessments for this purpose by July 2021.

Review Process

A request for information (RFI) was submitted in February 2021. Vendors were asked to provide the requested information for consideration by March 15, 2021. A scoring guide for the dyslexia screening assessment was created based on requirements outlined in the statute.

A team of educational professionals from across the state who were knowledgeable about reading and assessing for reading difficulties was identified. Members of the team included classroom teachers, reading specialists, special education teachers, curriculum coordinators, principals, a school psychologist, a speech-language pathologist, and a special education director. There were fourteen districts represented among the twenty-two team members.

Prior to reviewing materials, team members met with staff from the Office of Curriculum and Instruction and the Office of Special Education to review the purpose of the screening assessments, the requirements listed in the scoring guide, and the process for review. Additional material from the National Center for Intensive Intervention was used to ensure a common understanding of reliability and validity of assessments.

Each team member was assigned one to two assessments to review independently, so each product received three to five reviews. Once independent reviews were completed, OSDE staff compared the results. If there were disagreements between the reviewers, they were asked to come together to discuss the evidence submitted and attempt to reach a consensus as to whether or not the element(s) in question met the requirements. If consensus could not be



Report on Assessment Review

Dyslexia Screening Assessments

reached, other reviewers were asked to conduct an independent review of the product for the element(s) in question.

Required Qualifications of Dyslexia Screening Assessments

A list of components that must be included in the dyslexia screening assessment were identified in the statute. Those components are:

- Phonological awareness
- Advanced phonemic awareness
- Sound symbol recognition
- Alphabet knowledge
- Decoding skills
- Encoding skills
- Rapid naming
- Developmental language

In order to ensure quality assessments that met the needs of Oklahoma districts, ten categories were identified for the scoring guide for dyslexia screening assessments. Those categories are:

- Purpose of Screener
The purpose of the assessment is to identify students who show characteristics of dyslexia, and likely need further instruction in word recognition skills.
- Evidence of Reliability
Evidence of reliability, or the consistency of a set of scores that are designed to measure the same thing, is provided through at least two forms at 0.80 or higher.
- Evidence of Validity
Evidence of validity, or how well something measures what it is supposed to measure, is provided through at least three forms at 0.70 or higher.
- Required Skills Assessed
The skills listed in the statute are assessed in the kindergarten through third-grade range, as developmentally appropriate.
- Administration Requirements
The assessment is brief and can be administered by a general education teacher. It does not require specialized credentials beyond brief training over the specific administration of this assessment.
- Accommodations Identified
Appropriate accommodations for students with disabilities and English learners are identified.



Report on Assessment Review

Dyslexia Screening Assessments

- Data Management
The screening assessment provides a pass/fail rating for each of the components in the screening, an overall pass/fail rating for each student, as well as a description of how those results should be interpreted.
- Family Resources
Resources, including explanatory letters, are available to help the student's family understand the purpose and results of the assessment.
- Support for Administration
An administration manual with clear directions is provided.
- Professional Development
Professional development for administering the assessment and interpreting the data is available.

Evidence for each of the required descriptors within a category had to be present for the category to be considered as having met the requirements. Each of the ten categories had to meet requirements in order to be recommended for approval by the Oklahoma State Board of Education.

Special Note Regarding Advanced Phonemic Awareness

Advanced phonemic awareness is the manipulation of phonemes, or individual speech sounds, within a word. This could include addition (add /b/ to /at/ = bat), deletion (remove /f/ from farm = arm) and substitution (change /g/ in hug to /m/ = hum). Many of the screening assessments submitted for this review met all requirements except this one.

In order to provide districts with a reasonable number of assessments for dyslexia screening, it is the recommendation of this team to utilize the Phonological Awareness Screening Test (PAST) as a required supplement when this skill is missing from the overall dyslexia screener. The PAST, developed by Dr. David Kilpatrick, is a reliable and valid open-access assessment that addresses only phonemic awareness skills. It generally takes 5-8 minutes to administer this assessment.



Report on Assessment Review

Dyslexia Screening Assessments

Results for Review of Dyslexia Screening Assessment

There were nine products submitted for consideration as a dyslexia screening assessment:

Assessment	Publisher
Acadience	Acadience Learning, Inc.
mCLASS® DIBELS 8 th Edition	Amplify Education, Inc.
i-Ready Assessment Suite	Curriculum Associates
Amira	Houghton Mifflin Harcourt
FastBridge	Illuminate Education
Istation	Imagination Station
MAP Suite	NWEA
Shaywitz DyslexiaScreen™	NCS Pearson, Inc.
Star CBM	Renaissance Learning, Inc.

The review team examined each of the submissions and determined if each of the required qualifications for dyslexia screening were met or not. The results, along with recommendations for approval, are discussed for each submission below.

Acadience Learning, Inc.: Acadience

The review team found that this assessment met all of the required elements of the dyslexia screening assessment except the following:

Required Skills: Advanced Phonemic Awareness. Assessment for advanced phonemic awareness was not found in the main portion of the assessment materials. There was a Diagnostic Phonemic Awareness Assessment included in the submission that comes at an extra cost to the customer. However, this assessment was limited to blending and segmenting skills, and did not address manipulation of phonemes. There was a form located within the submission materials, but there was nothing to indicate if this is available to all customers, how it fits in with the main screening assessment, or how the data can be used to determine risk for dyslexia.

Acadience was approved as a universal screening assessment as a result of the review process completed in 2018.

As a result of these findings, the review team **recommends** that Acadience be approved as a dyslexia screening assessment, provided that districts using this assessment also utilize the **PAST assessment** to address advanced phonemic awareness skills.



Report on Assessment Review

Dyslexia Screening Assessments

Amplify: mCLASS® DIBELS 8th Edition

The review team found that this assessment met all of the required elements of the dyslexia screening assessment except the following:

Required Skills: Advanced Phonemic Awareness. The table on page 28 of the submission identifies the Phoneme Segmentation Fluency subtest as an assessment for this skill. However, the description of the subtest shows that it only addresses the basic phonemic awareness skills of blending and segmenting, not advanced manipulation skills.

mCLASS® DIBELS 8th Edition was approved as a universal screening assessment as a result of the review process completed in 2018.

As a result of these findings, the review team **recommends** that mCLASS® DIBELS 8th Edition be approved as a dyslexia screening assessment, provided that districts using this assessment also utilize the **PAST assessment** to address advanced phonemic awareness skills.

Curriculum Associates: i-Ready Assessment Suite

The i-Ready Assessment Suite consists of the i-Ready Diagnostic assessment in combination with the i-Ready Early Reading Tasks.

The review team found that this assessment met all of the required elements of the dyslexia screening assessment except the following:

Evidence of Validity. The i-Ready Diagnostic demonstrates strong validity. However, the i-Ready Early Reading Tasks have not yet completed validity studies. On page 71, Curriculum Associates states they “will continue to build validity evidence for the Early Reading Tasks. For example, in the 2020-2021 school year, we are conducting extensive usability research to examine the use of offline tasks by educators and determine what future improvements may be warranted.” They go on to explain that “in addition to evaluating internal consistency (i.e., reliability), we are collecting evidence for the Rapid Automatized Naming and Word Reading Fluency forms to support validity based on test content, internal structure, and relationships with other assessments.” The committee looks forward to seeing the results of these studies after they have been completed. However, this requirement is not met by both components of the i-Ready Assessment Suite during this review period.

i-Ready Diagnostic is not currently approved as a universal screening assessment, but the review team has recommended that it be added to the list of approved universal screening assessments as a result of this review.

As a result of these findings, the review team **does not recommend** that i-Ready Assessment Suite be approved as a dyslexia screening assessment.



Report on Assessment Review

Dyslexia Screening Assessments

Houghton Mifflin Harcourt: Amira

The review team found that this assessment met all of the required elements of the dyslexia screening assessment.

Amira is not currently approved as a universal screening assessment, but the review team has recommended that it be added to the list of approved universal screening assessments as a result of this review.

As a result of these findings, the review team **recommends** that Amira be approved as a dyslexia screening assessment.

Illuminate: FastBridge

The review team found that this assessment met all of the required elements of the dyslexia screening assessment except the following:

Required Skills: Advanced Phonemic Awareness. The submission materials refer to measures of Word Blending and Word Segmentation as subtests to address this skill. These subtests address the basic phonemic awareness skills of phoneme blending and segmenting, but do not address phoneme addition, deletion, or substitution (p. 13, 22).

FastBridge was approved as a universal screening assessment as a result of the review process completed in 2018.

As a result of these findings, the review team **recommends** that FastBridge be approved as a dyslexia screening assessment, provided that districts using this assessment also utilize the **PAST assessment** to address advanced phonemic awareness skills.

Imagination Station: Istation

The review team found that this assessment met all of the required elements of the dyslexia screening assessment except the following:

Required Skills: Advanced Phonemic Awareness. Submission materials show that the basic phonemic awareness of blending and segmenting are assessed, but the advanced manipulation of phonemes is not addressed in this assessment.

Istation was approved as a universal screening assessment as a result of the review process completed in 2018.

As a result of these findings, the review team **recommends** that Istation be approved as a dyslexia screening assessment, provided that districts using this assessment also utilize the **PAST assessment** to address advanced phonemic awareness skills.



Report on Assessment Review

Dyslexia Screening Assessments

NWEA: MAP Reading Fluency™

The review team found that this assessment met all of the required elements of the dyslexia screening assessment.

MAP Growth™ was approved as a universal screening assessment as a result of the review process completed in 2018. When both MAP Growth™ and MAP Reading Fluency™ are used together, they form the MAP Suite of assessments. The MAP Reading Fluency™ meets the requirements to screen for dyslexia.

As a result of these findings, the review team **recommends** that MAP Reading Fluency™ be approved as a dyslexia screening assessment.

Pearson: Shaywitz DyslexiaScreen™

The review team found that this assessment met all of the required elements of the dyslexia screening assessment except the following:

Required Skills: Advanced Phonemic Awareness. Materials submitted state that the Shaywitz DyslexiaScreen™ assesses advanced phonemic awareness skills in a table on page 48. However, evidence is not provided to demonstrate assessment of phonemic skills beyond blending and segmenting.

Required Skills: Rapid Naming. Rapid naming, or RAN, was not included in the Shaywitz DyslexiaScreen™ because it “didn’t match the questionnaire-based format of the measure, and the data show it was not necessary for accurately finding those at risk for dyslexia. For this skill requirement for Oklahoma, the RAN measure is a measure on aimsweb®Plus.” (p. 48)

Required Skills: Encoding. Materials submitted state that the Shaywitz DyslexiaScreen™ assesses encoding skills in a table on page 48. However, evidence is not provided to demonstrate how these skills are assessed and they are not mentioned in any other portion of the 483-page submission. A chart with a spelling measure for grades K-3 as part of the aimsweb®Plus Early Literacy and Reading Measures is provided, but no other information is provided and the materials do not explain how this subtest is considered as part of a dyslexia screening assessment.

The related universal screening assessment, aimsweb®Plus, was approved through the review process completed in 2018.

As a result of these findings, the review team **does not recommend** that the Shaywitz DyslexiaScreen™ be approved as a dyslexia screening assessment.



Report on Assessment Review

Dyslexia Screening Assessments

Renaissance: Star CBM

The review team found that this assessment met all of the required elements of the dyslexia screening assessment.

The related universal screening assessment, Star Early Learning, was approved for use through the review process completed in 2018.

As a result of these findings, the review team **recommends** that Star CBM be approved as a dyslexia screening assessment.

Recommendations for Screeners

Based on the evidence provided by the vendors, it is recommended that the Oklahoma State Board of Education approve the following dyslexia screening assessments for use by Oklahoma school districts beginning with the 2022-23 school year:

Assessment	Publisher	Conditional
Acadience	Acadience Learning, Inc.	PAST Test as a supplement
mCLASS® DIBLES 8 th Edition	Amplify Education, Inc.	PAST Test as a supplement
Amira	Houghton Mifflin Harcourt	n/a
FastBridge	Illuminate Education	PAST Test as a supplement
Istation	Imagination Station	PAST Test as a supplement
MAP Reading Fluency™	NWEA	n/a
Star CBM	Renaissance Learning, Inc.	n/a

This recommendation will allow districts to choose from seven possible assessments for dyslexia screening.